

Embedding a *Health in All Policies* Approach on a University Campus: A Formative Evaluation

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“I think the HiAP checklist makes policy submission a more thoughtful process that's *more informed by a variety of perspectives.*”



| Formative Evaluation | Thematic Data from Qualitative Interviews |
|------------------------------------|--|
| Justification | I like the fact that we now have this checklist. I've been involved with this conversation from the beginning and trying to incorporate a health in all policies approach on our campus we know is so important. |
| Evidence | ...it creates that natural pause for the policy itself, and it also helps with our overall campus culture in making wellbeing more of a core element that everyone should be thinking about. |
| Capacity for Implementation | I think there's maybe an education piece that's missing. |
| Resources to Implement | ...the biggest one that came up was the time. |
| Consumer Orientation | We have a lot of people really committed to social justice and all the other things in this checklist. |
| Multiplicity | No data. |
| Support | I do realize that economic, there is no examples. On all the other ones, there are examples included, so that might be a thought. |
| Inclusion | It's really easy to say, "We want to change the dead week policy," for example, at NDSU. But you can't just have a faculty member submit that and say, "I think this is good for faculty." You need to consult the students... |
| Accountability | ...I know we've sent some back because they didn't think so much about the staff. |
| Adjustment | It has to be short, it has to have the information. But if there's a way to make the important things a little easier to identify. And we have it in red right now. So the parts that you need to fill out are in red. |
| Recruitment | the biggest thing to get them more engaged to use the checklist is to use it before they even start working on the policy. |
| Reach | ...the most important thing is to get this in their hands, because then they are going to know. When we're thinking of changing this policy, have we considered this thing? |
| Response | ...what I call my 'fear' that they're just filled out proforma is one of the criticisms that you'll keep getting...maybe to mandate those comments, so that people at least have to pause over...maybe I'm just checking it off because I don't want to think about it, and the comments make me think about it. |
| Interaction | If I knew in advance that they were going to be starting work on a policy, I could get that cover sheet out to them before they start. |
| Satisfaction | It was very helpful, I thought, and really guiding us to consider all of the various impacts of the policy, where I don't think that was true in the past. |

BACKGROUND

- Health in All Policies (HiAP) is an approach in policy making where the well-being of the population is considered across all sectors.
- Policies have the power to affect populations both directly and indirectly.
- A HiAP approach was adopted into the policy process at a Midwestern university campus.
- To our knowledge, this is the first campus that has integrated this strategy.
- The aim of this research was to conduct a formative evaluation of the HiAP checklist that was embedded into the university's Policy Cover Sheet.

METHODS

DATA COLLECTION

This mixed-methods study used both surveys and interviews for data collection. Consent was obtained from all individuals prior to participating.

SURVEY

Campus Faculty and Staff Senates, members of Student Government, and those who have submitted a policy using the revised Policy Cover Sheet were recruited by email to participate in a Qualtrics survey.

INTERVIEWS

At the end of the survey, participants had the option of submitting their contact information to participate in a follow-up interview to provide feedback on the HiAP checklist.

SURVEY QUESTIONS

The survey included 22 Likert scale questions to determine whether the participants agreed with statements about campus well-being and the HiAP approach at the university.

N=10
Interviews conducted

N=31

Survey respondents

ANALYSIS

Descriptive statistics, including frequencies and percentages, were analyzed for the total sample and by stakeholder group. Interviews were recorded and transcribed verbatim using an online transcription service. The transcripts were analyzed inductively using a thematic analysis approach.

Policy **XXX** Version **X** Date

Policy Change Cover Sheet

This form must be completed for each policy presented. All areas in red including the header must be filled in or it will be sent back to you for completion.

*If the revisions you are requesting include housekeeping changes, please submit the housekeeping changes first. The SCC Secretary will notify you once the housekeeping changes have been made and you can submit the Policy Change Cover Sheet at that time. Please submit housekeeping changes to ndsu.scc@ndsu.edu.

Refer to the [NDSU Senate Coordinating Council process](#) for more information about housekeeping changes.

Policy Number and Name:

Is this a federal or state mandate: Yes No

This policy impacts (check all that apply): Students Staff Faculty Other (please describe):

*The President's Council for Well-being is committed to integrating a "Health in All Policies" approach when current policies are revised and new policies are developed. Why a "Health in All Policies" approach? Policies have health effects—positive or negative—on the communities and the people who live and work within the community where the policy is implemented. In fact, the World Health Organization estimates that the social, financial, and environmental factors of a community influence up to 55% of a person's well-being. Health in All Policies (HiAP) is an approach that integrates health into decisions and policy-making. For more information, see [HiAP at NDSU 2023 Report](#).

Individual/Department/Committee or Organization submitting the policy change:

Date Submitted to SCC Secretary:

Email address of the person who should be contacted if revisions are requested:

| Please address each item in the checklist below: | | | | |
|---|-----|----|-----|----------|
| Checklist items | Yes | No | N/A | Comments |
| The <i>social</i> impact on students, staff, faculty, others was considered (e.g. encourages a positive sense of community through an ethic of care, compassion, collaboration and/or belonging). | | | | |
| The <i>financial</i> impact on students, staff, faculty, others was considered. | | | | |
| The <i>physical</i> health impact on students, staff, faculty, others was considered (e.g. facilitates healthy lifestyle choices, meeting of basic human needs, and/or a safe physical environment). | | | | |
| The <i>mental</i> health impact on students, staff, faculty, others was considered (e.g. supports skills and habits to manage stress, strengthen resilience, reduce substance abuse, and promote help seeking). | | | | |
| Inclusive language is used (i.e. gender pronouns are not used or are inclusive, race/ethnicity, religion, etc.). | | | | |
| Input from the key stakeholders (students, staff, faculty, other) was sought and included during the development/revision of the policy | | | | |
| Input was sought from on-and off-campus offices, departments, and organizations to ensure the policy is responsive to community needs. | | | | |
| This policy contributes to creating an environment that is safe and conducive to living, learning, working, and recreating. | | | | |
| The policy addresses evaluation, including a person/office/entity responsible for tracking outcomes that ensure changes are positive. | | | | |
| This policy, as written, can be enforced/implemented/applied in a sustainable manner (e.g. human resources, financial resources needed, etc.) | | | | |

Effect of policy addition or change: Utilize the completed checklist to provide an explanation of the important changes in the policy or effect of this policy. Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s):

Table 1: Results from HiAP survey. Represents the questions that contained 80% overall agreement and disagreement. Total number of participants n=31, were divided into their designated groups of Faculty (n=7), Staff (n=19), and Student (n=5).

| Questions with at least 80% agreement | Total n (%) | Faculty n (%) | Staff n (%) | Student n (%) |
|--|-------------|---------------|-------------|---------------|
| NDSU is committed to student well-being as an important investment | 28 (90.3) | 6 (85.7) | 17 (89.5) | 5 (100) |
| I believe the health in all policies approach is an important way to promote health for the NDSU community | 25 (80.6) | 5 (71.4) | 16 (84.2) | 4 (80) |
| Most NDSU policies have an impact on the well-being of members of the campus community | 26 (83.8) | 6 (85.7) | 15 (83.3) | 5 (100) |
| The Health in all policies checklist that was integrated into the NDSU policy cover sheet will improve shared governance among faculty staff and students | 26 (83.8) | 5 (71.4) | 17 (89.5) | 4 (80) |
| Questions with at least 80% disagreement | Total n (%) | Faculty n (%) | Staff n (%) | Student n (%) |
| All members of the NDSU community are educated regarding the link between campus policy and its effect on economic impacts | 26 (83.8) | 6 (85.7) | 16 (84.2) | 4 (80) |
| All members of the NDSU community are educated regarding the link between campus policy and its effect on physical health | 25 (80.6) | 4 (57.1) | 17 (89.5) | 4 (80) |
| All members of the NDSU community are educated regarding the link between campus policy and its effect on mental health | 26 (83.8) | 5 (71.4) | 17 (89.5) | 4 (80) |

CAMPUS HEALTH IMPLICATIONS

The HiAP checklist enables a more conscientious approach to policy by:

- Encouraging more intentional consideration of the factors that may influence the campus community's health.
- Increased effort to engage stakeholders.
- Through this strategy, policy decisions that may negatively impact students, faculty, and staff can be averted.